DOCUMENT RESUME

ED 032 243 SP 003 015

EPDA Institute for the Pre-Service Training of Media Aides (August 18, 1969-January 10, 1970).
Bridgeport Univ., Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 11 Aug 69
Grant-OEG-0-9-161769-2117-725
Note-38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors-Cooperative Programs, *Institutes (Training Programs), *Instructional Media, *Paraprofessional School Personnel, Teacher Education Curriculum

The University, in consortium with Project SPRED (Southwestern Connecticut Title III ESEA agency) proposes a program to provide preservice training of paraprofessionals to work with media specialists and school faculty as media aides. Recently adopted standards and difficulties arising from the use of untrained persons attest to the need. Efforts will be made to encourage members of minority and culturally disadvantaged groups to enroll in the program, which will provide training in the role and function of the media program and the media aide and in the skills of scheduling, distribution, preparation, and production of materials and operation of equipment. Adapted from the University student teacher program and utilizing facilities of the University and seven cooperating schools, the program has three phases: two weeks of intense on-campus training, 21 days of work experience (three days in each of seven school library and instructional materials centers), and a series of seminars. Faculty will include university instructors and supervisors of the centers, who will instruct trainees in the on-campus phase and supervise their off-campus experience. (Included in this proposal for additional federal funding are institute schedules and information on program content, staff qualifications, technical capabilities to be developed in trainees, and project evaluation and dissemination plans.) (Author/JS)

ED032243

AUG 15 1969

PLAN OF OPERATION
for an EPDA Institute
(Type of Program)
(Field) Educational Media

Grant No. OEG-0-9-161769-2117-725
Number and Type of Participants 28 Teacher Aides and Other Auxiliary Personnel

Type of Session
Full-time: Short term X
Regular session
Part-time: Summer
Regular session X

Grade Level Emphasis K-12
Code (if any)
Area Southern Connecticut
(Geographic)

Period covered by the program
FY69 (Prior to July 1, '70) From: 8/18/69 (date,mo.,yr.) To: 1/10/70 (date,mo.,yr.)
FY70 (After June 30, '70 & prior to July 1, '71) From: (date,mo.,yr.) To: (date,mo.,yr.)

Name and address of institution or agency:
THE UNIVERSITY OF BRIDGEPORT
BRIDGEPORT, CONNECTICUT Zip code: 06602

Name of Director: Dr. George E. Ingham
Academic title: Associate Professor Department: Education
Campus Address: Fones Hall
Telephone: 203-366-3611 (area code) Ext. 488 Office 203-227-2544 (area code) Home

Title of program: Institute for the Pre-Service Training of Media Aides

Allocation of Funds (FY69)

Part C (Fellowships)		Part D (Institutes)	
Participant Support	$	Participant Support	$ 14,490.00
Institutional Support		All other direct costs	15,479.00
Program Development Grant (if any)		Indirect costs	2,398.00
Grand Total		Grand Total	32,367.00
Number of participants (receiving stipend support)		Number of participants (receiving stipend support)	28

Signature of the director Date 8/11/69

Signature of the President, or authorized representative:

Name: (typewritten) Dr. Harold W. See

Title: Vice-President, Research and Planning Date 8/11/69

The Assurance of Compliance with Title VI of the Civil Rights Act of 1964 dated 3/6/69 Number: 16-0260 applies to the application submitted herewith.

Signed Date 8/11/69

SP003015

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

WASHINGTON, D.C. 20202

TITLE OF PROPOSAL EPDA Institute for the Pre-Service Training of Media Aides

PROJECT DIRECTOR'S NAME Dr. George E. Ingham

INSTITUTION NAME University of Bridgeport

Abstract

The University of Bridgeport, in consortium with Project SPRED, regional Title III ESEA agency, proposes a program to provide pre-service training, not presently available in southwest Connecticut, for media aides. Recently-adopted AASL-DAVI standards and difficulties arising from the use of untrained persons attest to the need. Serious effort will be made to encourage members of minority and culturally-disadvantaged groups to ~~enroll~~ in the program, whose 28 participants will be taught the role and function of the media program and the media aide as well as scheduling, distribution, preparation, and production of materials and operation of equipment. Adapted from the University student teacher program and utilizing facilities of ~~both~~ the University and seven school centers, the program has three phases: two weeks of intense on-campus training, 21 days of work experience in school centers, and a series of seminars. Faculty will be supervisors of the centers, who will instruct trainees in the on-campus phase and supervise their off-campus experience, and University instructors. During its first three years the program will need EPDG funding despite the incalculable contributions of Project SPRED and the cooperating school systems.

PLAN OF OPERATION

FOR AN EPDA MEDIA INSTITUTE

FOR THE PREPARATION AND TRAINING OF SCHOOL MEDIA AIDES

This plan of operation is submitted by the College of Education of the University of Bridgeport in consortium with Project SPRED, the Southwestern Connecticut Title III ESEA organization. Set forth is a program for the training of paraprofessionals for future employment as media aides in school systems in southwestern Connecticut. The program has been designed to be conducted within University facilities and in certain area school systems during the period beginning late August 1969 and continuing through the fall semester of the same year.

Statement of Need

For more than twenty years, the establishment of system-wide audio-visual programs in the southwestern Connecticut area has been increasing. At the same time, school library programs, first initiated at the secondary level but more recently started in elementary schools, have been burgeoning.

As these programs, audiovisual and library, have developed and have been welded together into one cohesive instructional unit and as educational technology has advanced, there has been a growing awareness on the part of teachers and administrators alike of the need to employ non-certified personnel to assume supportive roles within the evolving media programs, thus relieving the classroom teacher of the innumerable non-professional duties confronting her. At the same time, area residents and taxpayers have recognized that not only superior resources and facilities are essential to bulwark classroom instruction but that a variety of trained media personnel must be provided for the quality education they demand.

Their willingness to fight for annual budgets calling for increased expenditures to hire more media aides has attested to this.

Recently there have been specific instances underlining the need to provide skilled paraprofessionals to help in implementation of the educational program. For one, a well-known Fairfield County school superintendent[1] was quoted as saying that "...the time has come for the teacher to step up to a higher role. If the teacher can be freed of lesser functions and will assume the critical functions that only the teacher can perform, it is possible to individualize instruction to a far greater extent than ever before." And, just as the school administrator has recognized the need for supportive personnel in the educational program, so have a variety of educational agencies and other persons concerned with the improvement of education.

In its publicity brochure[2], Project SPRED, the local Title III ESEA organization, emphasized the need for aides to have constant help in improving their practices through a form of in-service workshop. Since the publication of the brochure, however, the leadership of SPRED has recognized that this training should precede, not follow, employment of the aide.

Recently adopted standards[3] defining, among other particulars, the personnel needs of a well-organized media program, state:

---

1. Harry A. Becker, Norwalk, Connecticut, Superintendent of Schools. "Teacher Aides Improve Their Worth," Bridgeport Sunday Post, May 5, 1968.

2. SPRED. Informational manual, circa January 1967.

3. Standards for School Media Programs. Joint Committee, American Association of School Librarians and Department of Audiovisual Instruction, NEA. Adopted March 1968, to be published shortly.

> "Staff in sufficient number and variety of competencies is an integral part of an effectively functioning media center. Personnel trained for the diverse aspects of the media program will insure the necessary organization and use of the wide spectrum of educational media now required for creative teaching and self-directed learning. The professional staff, technicians, and aides who comprise the personnel of the media program each have unique and vital contributions to make to the total effectiveness of the program."

Agreeing with these premises, more and more school systems in southwestern Connecticut are hiring aides for the first time, or are increasing the number already in their employ. Unfortunately, these persons can only be classified as "teacher aides" since they have had little or no training for the media field. Their responsibilities have ranged from giving simple first aid for minor cuts and bruises to typing worksheets to running projectors. Where there has been some specialized training available, even though limited in scope, persons in these non-certified positions have performed certain of the functions of the media aide as set forth in the recently adopted standards.[4] The problem, however, has been that there has been no coordinated program, no well-thought-out plan for this training, sometimes because of the lack of certain facilities within the school systems in which the aides are working, many times because the media specialist has not had sufficient time. Generally, what training has been offered has been on a hit-or-miss basis, as area media specialists have emphasized over and over again.

They have asked for a sequential training program, covering all facets of the functions of the aide within the program. They have requested that latent skills of these people be developed and that competencies which the prospective aide might not now possess be inculcated in them. They have

---

4. Ibid.

urged that the trainees be made aware, in broad terms, of the ramifications of today's education, the need for understanding the teacher's problems in communication and her purposes in choosing and using certain materials and in determining techniques to attempt to get the instructional message over. They want their aides to be adept at the operation of equipment -- from a record player to a videotape recorder -- and to have practical, on-the-job training, suitably supervised, as well as thorough exposure in class and lab sessions to the more mechanical aspects of the media program.

To this end, a start was made this past spring by a neighboring community college. A program was charted whose general objective, as stated in the publicity brochure[5], "...is to train general instructional aides to those working in a teaching situation, and those doing such tasks as supervising study halls and cafeterias." That the program as set forth was admittedly inadequate was stated in the preface to the topical statement for the course: "Although it would be desirable to have some practical experience, similar to student teaching, it is not expected that it will be feasible to set up such a program at the beginning."[6] Then, too, the program was obviously aimed at teachers' aides, not media aides for whom more specialized training is required.

So, despite the fact that some effort is being made by area media specialists to train media aides after they have started their employment, that Project SPRED has recognized the problem, and that a community college has installed a teaching program for "teacher," not "media," aides, the

---

5. Teacher Aide Training Course. Norwalk Community College, January 1968. Publicity brochure.

6. Topical Statement for a Teacher Aide Training Course. NCC, Unpublished mimeographed report, November 27, 1967.

need for pre-service training of media aides remains. Letters[7] from an area media specialist, a supervisor of elementary education, a high school principal, and from an official of the Connecticut State Department of Education serve as testimony. And, if the recently introduced Federal bill, S 3400, with its provision to provide government funds for the employment of aides, is approved by the Congress, the problem will become more acute if steps are not now taken to provide this pre-service training.

Therefore, the College of Education of the University of Bridgeport and Project SPRED plan to use funds granted to underwrite an operating project for the pre-service training of twenty-eight persons to be employed in the future as media aides in school systems in southwestern Connecticut. Acting in consortium, the two agencies have set up their program in terms of the need described in the preceding paragraphs and based on the experiences of both area media specialists and the community college. The University of Bridgeport will act as responsible fiscal agent for this program whose objectives have been outlined in the following section.

Objectives

The major objective of the program will be to make it possible for each media aide, when working under the direction of a media specialist and assisting faculty and students alike, to make effective contributions to the instructional program. As a paraprofessional on the media team, the aide will be expected to meet certain standards to qualify him as a

---

7. These letters can be found in Appendix A.

member of the team. Therefore, specific objectives, categorized under general areas, have been established for the project. To achieve these objectives, presentations will be offered to provide understandings, and experiences will be supplied to assist in the development of certain competencies.

General educational information. The program of the project has been designed to help each trainee acquire the understandings that:

1. the purpose of the media program is to help improve the learning process and to focus on the student;
2. the media program assists teachers and students alike to seek out, evaluate and use a wide variety of materials for learning purposes;
3. the well-organized media program helps to implement large-group, small-group, and individualized instruction;
4. problems in communications can be overcome when one is aware of and knowledgeable concerning the techniques of good communications;
5. for good teaching-learning to take place, valid instructional purposes must dictate the choosing and using of materials and techniques;
6. both print and non-print materials can be of value in the instructional process when used wisely and well;
7. opportunities to create and produce materials should be offered students; and
8. the media aide, as a service person, acts as part of a team to make the media program effective.

Technical capabilities. Just as the project program should assist the trainee to acquire certain understandings concerning the role of the

media program in today's educational organization, so the program will also provide him with certain skills. The aide will be able to:

1. schedule distribution of materials and equipment located in the media center and keep quantitative records of such distribution;
2. reproduce print materials, using photocopy, spirit duplicator, mimeograph, and similar devices;
3. use library card catalogs, shelve books, assist in bibliographic searching, technical processing and the location of materials;
4. prepare and produce simple displays and graphics and dry mount and laminate flat materials;
5. prepare and produce overhead transparencies;
6. photograph materials for instructional uses;
7. tape record audio programs and duplicate audiotapes;
8. repair books, splice film and tape;
9. operate the traditional audiovisual equipment -- both audio devices and projectors -- and train others in their operation;
10. operate television equipment -- cameras, videotape recorders, etc. -- set up such equipment for instructional purposes, and duplicate videotapes; and
11. be a "trouble-shooter," ascertaining the causes of simple breakdowns in equipment -- loss of sound, light, etc. -- and carry on maintenance to overcome these problems.

The means by which it is planned to meet these objectives have been described in the following section.

Organization of the Project

As has been indicated, the College of Education of the University of Bridgeport and the local Title III ESEA Project SPRED plan that funds granted under the provision of Part D of the Education Professions Development Act be used for the training of twenty-eight persons for possible future employment as media aides in school systems in southwestern Connecticut. The two educational agencies, acting in consortium, feel that the experiences of area media specialists in the training of media aides and those of the Norwalk Community College to prepare teacher aides can be considered as pilot experiences for the program. Since the program is an adaptation of successful practices of the College of Education in preparing students for employment as classroom teachers, the University and Project SPRED present the statement of Hamilton[8] as proof of the effectiveness of this approach. He states that:

> The semester in which the student does his student teaching is separated into two segments. The first segment lasts five weeks and is a concentrated dose of key courses in methodology and educational psychology. This segment precedes the student teaching experience which follows during the next ten weeks. While the student is engaged in teaching, he is being supervised by his cooperating teacher and college supervisor. Their prime responsibility in this operation is to help the student become the best teacher that he can during his ten-week sojourn in the classroom. Weekly seminars are held at the college in which the college supervisor and the student examine the problems that have evolved in the classroom. In addition to these seminars, daily consultations are held with the cooperating teacher. Moreover, the college supervisor, cooperating teacher, and student meet intermittently in group conferences. At the end of the ten week session, college supervisor and cooperating teacher must decide whether to recommend the student for certification. Finally, on the job follow-up studies of graduates of this system sustain its intrinsic worth.

---

[8] James Hamilton, Assistant Dean, College of Education, University of Bridgeport

Details relating to the program time span, description of Project SPRED and of certain school facilities that will be used for participant field experiences, the training devised for the prospective media aides, and the type of financial support necessary follow.

Program time span. The program will begin August 18, 1969, cover the fall semester of 1969-70, and conclude in January 1970.

When originally planned, it had been anticipated that, after suitable evaluation of the effectiveness of the project and its seeming results and after any necessary revisions had been made in program content and structure, the project would resume, funded through EPDA, for its second year of operation in the middle of August 1970, ending during January 1971. It was expected that the program would be so successful that more trainees, staff, and training centers would be added for the second year.

Similarly, it was anticipated that there would be a third-year program starting August 1971 and culminating January 1972. However, since the original proposal was written, there has been some indication of nation-wide interest in the pre-service training of media aides for public and private school programs. There is presently an on-going USOE-sponsored study of the need for such instructional programs in the states of Arizona and New Mexico and, conceivably, this study may very well lead to the establishment of one or more media aide pre-service training programs in the southwestern states. Spotted around the country are a few community colleges, such as Portland, Oregon, Community College, in which programs to train such paraprofessionals have been started. With increased emphasis on educational technology

in the schools and the consequent need for more supportive personnel for school media programs, it can be anticipated that efforts will be made to increase the present number of media aide training programs. Such action will make imperative the provision of competent and knowledgeable personnel to direct and to staff these programs. Therefore, in view of this forecasted need, it is possible that the College of Education of the University of Bridgeport will submit a proposal for an EPDA grant to underwrite the costs of an institute for the preparation and instruction of trainers of media aides on a national basis.

Agencies involved in the project. It was stated earlier that Project SPRED, funded through a grant under Title III of the 1965 Elementary and Secondary Education Act, is acting in consortium with the College of Education of the University of Bridgeport in preparing this program for the pre-service training of media aides for future employment in southwestern Connecticut school systems. In its capacity as an educational cooperative among the schools of southern Fairfield County, Project SPRED serves more than 175,000 public and private school pupils, more than 7,000 teachers, and 70,000 pre-school children as well as a number of youth-serving organizations, museums, and other cultural agencies. Recently awarded an operating grant, its impact upon the region with which it is involved has been great and has had meaningful and beneficial influence on the surrounding area schools and school systems. Project SPRED has agreed that the University of Bridgeport should act as responsible fiscal agent for the project and, recognizing the value of the project, has offered as much support as

is possible within its own resources.

Specifically, Project SPRED, through its director, Dr. Anthony Brackett, has taken the responsibility for arranging for school centers in which media trainees will obtain necessary on-the-job experiences. Project SPRED also will aid in the final evaluation of the results of the training program by helping to obtain from school employers of program graduates reactions to the effectiveness of the project. In this capacity, Project SPRED will add to the planning and success of any similar program to follow. Project SPRED will also assist in dissemination of descriptions of the project, of progress reports, and of evaluation to other institutions and ESEA Title III organizations so that experiences and outcomes of the project may be shared with other interested agencies.

The school centers which Project SPRED personnel have arranged to be used as on-the-job training centers for the trainees include the following, all in southwestern Connecticut:

1. Wooster Junior High School Library, Resource Center, Stratford;
2. Burr Farms Elementary School Library, Westport;
3. Darien Instructional Materials Center;
4. Fairfield Instructional Materials Center;
5. The Instructional Materials Center, Greenwich;
6. The Instructional Materials Center, Norwalk; and
7. Trumbull Curriculum Materials Center

Each of these has been selected because of the excellent facilities it offers to help implement one or more specific phases of the experiential aspects of the training program. Each has been recognized throughout Connecticut for its exceptional strengths in supportive activities

for the on-going media programs within the specific school system. Each, with its supervisor who will act in a dual capacity within the training program as will be described later, will be a contributing factor to the success of the program.

Financial Support. Direct financial support for the project, especially as regards salary and travel expenses for staff, cost of supplies and materials to be used during the on-campus training phase of the program, employee services and benefits, expenses for communications, reproduction and such, stipends for participants and other direct costs must be underwritten by the EPDA grant. The University, in its capacity as fiscal agent, will use funds paid it for indirect costs to cover the expense of maintenance and repair of University equipment damaged during the on-campus phase of the program and for utilities and use of facilities. If the University, at a later period takes over the program, then it can be assumed that either negotiations will be instituted by the proper authorities to finance the program on a locally-cooperative basis or to make other arrangements for its financing.

The cooperating school systems whose resource centers will be used for on-the-job work experiences for the trainees do not expect to be paid for their contributions. Although materials and equipment purchased for their own specific school purposes will be used by the participants while involved in on-the-job activities, the administrators of these school systems feel that any cost incurred as a result of such use is negligible in comparison to the ultimate benefits to accrue from successful operation of the project. Therefore, these cooperating school systems will be offering financial support to the operating project in a way that cannot be computed in dollars.

Similarly, Project SPRED, will also have hidden, impossible-to

calculate costs as a result of the project. By helping to obtain the cooperation of area school systems, by assisting in final evaluation of the outcomes of the project, and by aiding in dissemination of reports and other materials, SPRED will also make a sizeable financial contribution. It is impossible to estimate the amount that Project SPRED will expend in providing this assistance but it is obvious that costs of staff time, telephone, and materials will be considerable.

Therefore, no transfer of funding for the operation of the project, other than that described, can be accomplished during the operation of the project. If the program is continued after the first year, it may be possible to make arrangements for some other agency to assume some support or lend additional aid. Negotiations for such action, however, must take place after the project is underway.

Program. It has been stated that the program planned for the training of media aides under an EPDA operating grant is an adaptation of successful practices of the College of Education in preparing students for employment as classroom teachers. The program has been designed after careful study and analysis of the new standards[9] for school media programs and especially of that section dealing with the functions and expected qualifications of supportive staff, technicians and aides. The purpose of this program is to train qualified adults for employment in supportive roles as aides in school media programs.

After completion of the program, the trainee will have acquired certain understandings concerning the school of today and its instructional program, the role of the media program in contributing to this instruction, and the function of the media aide, in helping to imple-

---

[9] Standards for School Media Programs, Joint Committee, American Association of School Librarians and Department of Audio-Visual Instruction, NEA. Adopted March 1968, to be published shortly.

ment the media program. The successful trainee will also have been provided with certain skills ranging from preparation and production of both auditory and visual materials, to scheduling and distribution of both print and non-print materials and equipment, to operation and simple maintenance of a variety of media devices from a filmstrip projector to a TV camera. As the proposed schedule[10] indicates, the program, following College of Education student teacher training practices, has been divided into phases, as described following.

1. Phase 1 - On-Campus Training

During Phase 1 the trainee will spend two intensive weeks of work at the University from August 18 through August 29, 1969, in all-day sessions whose purpose will be to help him acquire the understandings and to begin to develop the technical skills needed to fulfill his role adequately as a media aide. He will participate in large-group sessions where presentations will be offered to give him a general background for his future work and which will lead to actual performance by him in lab sessions for the development of essential competencies. In sequence, the following topics and activities will be offered:

Today's Modern School, Its Goals and Curriculum (presentation)

Function of the Media Program and the Role of the Aide in Supporting the Program (presentation)

Averting Problems of Communication (presentation)

Choosing and Using Materials (presentation)

---

10 This is found in Appendix B

Scheduling, Distributing, Record-Keeping of Materials and Equipment (presentation and lab session)

Operation of AV Equipment, Simple Maintenance and Trouble-Shooting (lab session)

Repair of Film, Audiotape, Slides, etc. (lab session)

Operation of Mimeograph, Spirit Duplicator, etc. (lab sessions)

Print Materials in the Media Program (presentation)

Use of Card Catalog, Shelving of Books, Locating of Library Materials, etc. (lab session)

Bibliographic Searching, Aspects of Technical Processing, Repair of Books, etc. (lab session)

Techniques of Preparation for Simple Displays (presentation)

Production of Simple Displays and Graphics, Dry Mounting and Laminating (lab session)

Preparing Transparency Masters, Producing Transparencies (presentation and lab session)

Simple Photographic Techniques (presentation and lab session)

Production and Duplication of Audio Tapes (lab session)

Use of the Videotape Recorder and of Television in the Modern School (presentation)

Operation of the Videotape Recorder and of other TV Equipment (lab session)

Each of these presentations and lab sessions will take place in a University facility appropriate to the topic and/or activity for the day. For example, all work having to do with library skills and techniques will be done in Carlson Library. Activities concerned with simple photographic techniques and duplication of audio tapes will be carried out in the Audiovisual Center while operation of TV equipment, particularly in terms of studio work, will be handled in the University closed-circuit television studio located in the Audiovisual Center.

All other activities and presentations have been scheduled for the Multi-Media Complex in the College of Education building, Fones Hall.

Instructional staff for Phase 1 will include those persons heading the school centers to which the trainees will be sent for on-the-job work experience plus two of the regular University media personnel. Each of these instructional leaders will work in teams and will be assigned presentations and will direct lab sessions in terms of his own particular strengths and in relation to the specific activities which will be required of each group of trainees sent to work later under his supervision at his center. Therefore, each staff member will work and be compensated for varying periods of time, although all will be expected to be present for a one-day planning session prior to the start of the Institute and to be present for the first one and one-half days and the last half-day of the two week intensive training program. There will be no consultants brought into the program.

Since the program is for training purposes, carrying no academic credit, there will be no special projects or readings assigned nor examinations administered. Evidence of the success of the training will be demonstrated through the ability of the trainees later on to put into actual practice the learnings they have acquired.

2. Phase 2 - On-The-Job-Training

The two-week intensive work program spent on campus for obtaining new learnings and developing new competencies compares with the five-week intensive course work which the student teacher undergoes before going out in the field for practice teaching. Similarly, Phase 2 of the program corresponds to student teaching experiences. In this phase, the trainee will spend three days in each of seven different school centers, putting into practice

the learning he has acquired in the two-week on-campus phase. Thus, where the student teacher has ten weeks to demonstrate his proficiency in working in the classroom situation, so the media aide trainee will have twenty-one days to show what he has learned, to be guided in supervised on-the-job activities, and to be evaluated as he works. His cooperating teacher in each of these seven school centers will be one of those who gave special presentations and helped to lead lab sessions during the two-week on-campus program. And, just as each of these cooperating teachers was chosen for the project faculty because of his specific skills and knowledge, so the center for which the cooperating teacher has responsibility was selected because of its particular strengths. Therefore, for example, while four trainees are working for three days in a school library resource center, another four will be involved in graphics and transparency production in a system-wide media center, another four in a system-wide closed-circuit TV studio, and so forth.

This work experience is scheduled to start during the week of October 6, 1969, and cover the three day period, Tuesday through Thursday. It will continue for three-day, middle-of-the-week periods each, with one-week intervals between until each group of four trainees has had three days of supervised training activity in each of the seven school centers.

The work experience will not start until early in October so as to allow a short period of time after the opening of the new school year for regular personnel to get fully organized and under way with their usual duties. One-week intervals between each three-day on-the-job training period will give the trainees an opportunity to think over

their experiences as of that date and to consider ways to improve their skills.

3. Phase 3 - Seminar Sessions.

The third phase of the program will consist of three formal, half-day seminar sessions, organized to give all trainees opportunity to discuss their experiences as they progress through each of the seven school centers, to share ideas, and to obtain advice from the project faculty members, who will also be present. These seminars[11] will take place at the University after the second, the fourth, and the last on-the-job experience in the school centers.

In addition to these required seminars, it is also anticipated that the heads of the school centers, acting as cooperating teachers, will hold informal seminars whenever the occasion warrants during the three-day periods of work experience. The purposes of these on-the-job seminars will be to offer immediate aid where needed, to give constructive criticism of efforts made and, generally, to appraise and evaluate performance, attitudes, and behaviors.

This phase also corresponds to a part of the student teacher training experiences. Customarily, informal seminars are held as needed in the schools where the students are teaching. Regular seminars, attended by the students and led by the University supervising teacher, occur on campus at least every two weeks. These seminars, whose purpose is to discuss and to evaluate teaching techniques, have proven to be of great benefit to the individual student.

---

[11] The schedule showing time allocations for on-the-job training and for seminars is found in Appendix B.

Unique Elements Of The Program

There are several significant aspects of the program considered to be unique and improvements over past practice.

Organization of the program. In contrast to the infrequent training sessions offered by area media specialists for media aides after their employment, the program provides an orderly sequence of activities for pre-service training of aides. The trainee will learn in laymen's terminology about today's type of schooling and his relation to it in his particular role and will be able to work with and under the supervision of persons regarded as expert in one or more phases of their chosen field. The fact that the program has been structured to offer on-the-job training interspersed with seminar sessions for purposes of help and evaluation is very definitely an improvement over past practice. Never, at least in this geographic area, has a program been designed as an adaptation of already-proven practices of student teacher training.

Cooperating agencies involved in the project. Southwestern Connecticut has seen many small projects, organized cooperatively, to improve teachers' effectiveness. With the institution of Project SPRED, the regional Title III ESEA project, much has been done by its director to enlarge upon and to improve these projects so as to spread their benefits more widely. However, never before has a consortium been formed to identify as great and widespread a need as the organized training of media aides and then to plan together a well-structured program to alleviate this need. The combined resources of the University and Project SPRED will add significantly to the outcomes of the project.

Certification of trainees. Although no credit will be offered the trainees for participation in the project, each, after successful completion of its activities, will receive a certificate attesting to his satisfactory fulfilment of its requirements. This certificate can then be considered by administrators, as prospective employers, and by the "recently-graduated" media aide in a similar context to that of professional certification required of all professional personnel. Thus, a type of authorized endorsement of media aides, trained before their employment, will be instituted which, to the best of the writer's knowledge, has never before been accomplished in this geographic area.

Work Experience

It was stated in the description of the program that not only will the media aide-in-training be given ample opportunities to develop the technical skills which he must possess to perform satisfactorily when employed but, after the completion of Phase 1-On-Campus Training, he will be sent out into the field for Phase 2-On-The-Job Training for three days in each of seven different school centers, which have been chosen because of particular strengths in supporting the media program of the particular school system. In these centers, the trainee will be working with teachers and students alike under circumstances similar to those he can expect to meet when employed. The experiences in developing these skills which the trainee will have presented him on-campus and in which he will be given ample opportunity to become involved in his field work have been tabulated following. Each activity has been shown in relation to the specific center where both supervisor (cooperating teacher) and resources are considered to be of superior quality for the specific activity. It is anticipated that he will be assigned these activities at the centers as the need arises, either on behalf of the center or to further his own training.

Work Experience Activities

Activity	On-The-Job Center
Scheduling, Distributing, Record -Keeping of Materials and Equipment	All seven centers - (Stratford and Westport Library Resource Centers, Darien, Fairfield, Greenwich, Norwalk, and Trumbull Media Centers)
Operation of AV Equipment, Simple Maintenance, Trouble-Shooting	All seven centers as above
Reproduction of Print Materials	All seven centers as above
Use of Card Catalog, Shelving of Books, Locating Materials, Aspects of Technical Processing, Bibliographic Searching, Repair of Books.	Wooster Junior High School Library Resource Center, Stratford, Burr Farms Elementary School Library Resource Center, Westport, and Norwalk Instructional Materials Center
Production of Simple Displays and Graphics, Dry Mounting and Laminating Materials	Fairfield, Greenwich, and Trumbull Materials Centers.
Preparation and Production of Transparencies	Fairfield, Greenwich, and Trumbull Materials Centers.
Simple Photographic Techniques	Greenwich and Darien Materials Centers
Production and Duplication of Audio Tapes	Darien, Fairfield, and Norwalk Materials Centers
Operation of Videotape Recorder and Other TV Equipment	Darien and Norwalk TV Studios in Materials Centers

Evaluation and Dissemination

Certain arrangements have been made for evaluation of the on-going project and for dissemination of reports and other materials emanating from the institute. Descriptions of these arrangements follow.

Evaluation. Several different appraisals of the effectiveness of the project have been tentatively planned.

1. Evaluation by University Personnel.

The steps involved in evaluation by University personnel are several-fold. As indicated by the proposed schedule,[12] trainee evaluation of the program will be determined at the end of each of the weeks set aside for on-campus intensive training. From comments received at each of these evaluation sessions it is anticipated that much can be done to make improvements in the program.

Following this evaluation, each trainee will be asked to respond to a short questionnaire, to be submitted two weeks after the conclusion of the on-campus training phase and through which he can give his written critique of the program as of that date.

During the trainee's on-the-job field experience the director will visit each school center at least twice to observe and appraise the types of activities in which the trainees are involved and to attempt to ascertain the progress they are making.

At the final on-campus seminar session, each trainee will be solicited as to his reactions to the program, its strengths and weaknesses, and his suggestions as to how it can be improved.

12. The schedule may be found in Appendix B

He will be encouraged to express his feelings concerning working in a school situation and to indicate how he thinks such employment may be of benefit to him other than financially.

Finally, the director will keep records as to where each trainee has been employed as a regular media aide and when such employment began. Six months after the start of this regular employment, the director will send a questionnaire to the "graduate" of the institute, requesting that he again state his reactions to the program and offer suggestions for its improvement. This procedure will be followed for each of the twenty-eight participants.

2. Evaluation by Project SPRED

As was stated earlier, one of the great contributions, not calculable in dollars, will be that of Project SPRED in obtaining from the employers of the newly-trained media aide "graduates" their reactions as to the learnings and competencies acquired from the program by the trainees. Project SPRED, working with the EPDA project director, will assume the major responsibility for this evaluation no earlier than six months after the conclusion of the first year of the operating project.

3. Special USOE Training Institute in Evaluation

Information received by the institute director at a two-day leadership training institute in evaluation should lead to a more objective and comprehensive appraisal of the effectiveness of the program. During these two days it is anticipated that evaluation models and techniques will be used to help achieve the goal stated above.

4. Dissemination

The University of Bridgeport, acting through the director of the project, and the responsible leaders of Project SPRED will collaborate

to disseminate reports and materials resulting from the institute. These materials will be reproduced by Project SPRED and distributed to such national organizations as the Department of Audiovisual Instruction, The American Association of School Librarians, and the American Association of School Administrators of the NEA, as well as to appropriate departments within the United States Office of Education, to state educational organizations, and to interested universities, Title III ESEA cooperatives, and editors of professional journals.

Staff and Facilities

Arrangements for staffing and for facilities seem to be superior to meet the objectives of the institute.

Instructional Staff

Staffing arrangements for faculty include the persons listed:

Director: George E. Ingham

1. Training - BA, Wesleyan University
   - MA, Columbia University
   - PhD, University of Connecticut
2. Current position - Associate Professor and Media Specialist, College of Education, University of Bridgeport
3. Prior experience - Administrative Assistant, Audiovisual Director, Classroom Teacher, all Westport, Connecticut, Public Schools.
4. Activities relevant to function on project faculty - Director, NDEA Media Institute, University of Bridgeport, 1968-69 academic year; Visiting Professor, Title VI B Media Institute, University of Colorado, summer 1968; NDEA Media Institute, Western Michigan University, summer 1967; and NDEA Media Institute, University of Connecticut, summer 1965;

- Visiting Professor, media courses, University of Arizona, summer 1966, and Michigan State University, summer of 1963; other colleges and universities on extension and during summer, 1950 --;

- Chairman, DAVI National Membership Committee, 1969-70; member, DAVI Commission for Teacher Education, 1967-70, and former member, other DAVI committees including Editorial Board, Audiovisual Instruction;

- President, Connecticut Audiovisual Education Association, 1949-51, former member many CAVEA committees;

- former participant, Okoboji National Leadership Conference, 1955, '56, '57;

- co-founder, Northeast Regional DAVI Leadership Conference, co-chairman, 1968;

- contributor to Audiovisual Instruction, The Grade Teacher, and other professional journals

So that the director can administer the institute program efficiently and take care of all details before, during, and after its completion during the first year of the operating project, he will be released from one-quarter of his regular duties during the Spring semester, 1969, will work full-time the entire month of August 1969, and be released from one-quarter of his regular duties during the winter semester, 1969-70.

Staff member: Robert A. Fischer, Jr.

1. Training - BS, University of Connecticut

- MA, Columbia University

- 6th Year Professional Diploma, University of Connecticut,

- currently engaged in doctoral studies, University of Connecticut

2. Current position - Manager, Instructional Materials Center, Greenwich, Connecticut
3. Prior experience - Classroom Teacher and Audiovisual Coordinator, Greenwich and Waterford, Connecticut, Public Schools
4. Activities relevant to function on institute faculty - Instructor, media courses, University of Connecticut on extension, 1966 -;
   - participant and committee member, Northeast Regional DAVI Leadership Conference, 1968;
   - author, "The Role of the Elementary School AV Coordinator, "CAVEA Annual Bulletin, 1964;
   - participant, Okoboji National Leadership Conference, 1967;
   - participant, NDEA EMS Institute, University of Connecticut, summer 1965.

Staff member: Nelson Harding

1. Training - BA, American International
   -ME, University of Wisconsin
   -MLS, University of Wisconsin
2. Current position -Director, Instructional Materials Center, Norwalk, Connecticut, Public Schools
3. Prior experience - School librarian, Greenwich, Connecticut, Public Schools;
   - Supervisor, school library program, Norwalk. Connecticut, Public Schools

4. Activities relevant to function on institute faculty - organizer and instructor of in-service training sessions in library skills for volunteer library aides;
- member, many committees, Connecticut School Library Association;
- Participant, NDEA EMS Institute, academic year 1968-69, University of Bridgeport

Staff member: Dorothy Ice

1. Training - BA, Oberlin College; ABLS, University of Michigan
2. Current position - Head Librarian, Wooster Junior High School, Stratford, Connecticut
3. Prior experience - Librarian, McKinley High School and Lincoln High School, Canton, Ohio; reference assistant, New York Public Library; high school librarian, Leonia, New Jersey
4. Activities relevant to function on institute faculty - organizer and instructor of in-service training sessions in media for teachers;
- President, Connecticut School Library Association, 1966-68, holder of other CSLA offices;
- Member, Board of Directors, New England School Library Association, 1966 -

Staff member: Kenneth Johnson

1. Training - BA, University of Bridgeport

- MS, University of Bridgeport
- 6th Year Professional Diploma, University of Connecticut

2. Current position - Assistant Professor of Nursing Education and Media Specialist, College of Nursing, University of Bridgeport.

3. Prior experience - Coordinator of Instructional Materials, Staples High School, Westport, Connecticut;
- Classroom teacher, Fairfield, Connecticut and Hanover, New Hampshire, Public Schools.

4. Activities relevant to function on institute faculty-Instructor, in-service training courses in media, Westport, Connecticut, Public Schools;
- media specialist, summer curriculum development workshops, Westport, Connecticut, Public Schools;
- media consultant for USOE, leadership conferences, Florida, 1962, South Carolina, 1961, Wisconsin, 1961, Northern New England, 1960;
- participant and committee member, Northeast Regional DAVI Leadership Conference, 1968.

Staff member: Arthur Lalime

1. Training - BS, Salem State Teachers College, Massachusetts
- MS, Boston University
- 6th Year Professional Diploma, University of Connecticut
- currently engaged in doctoral studies, New York University.

2. Current position - Director, Instructional Materials Services, Darien, Connecticut, Public Schools;

3. Prior experience - Director, Instructional Media, Norwalk, Connecticut, Public Schools;

- Audiovisual Director, Manchester, Connecticut, Public Schools;

- Classroom teacher, public schools in Massachusetts.

4. Activities relevant to function on institute faculty-faculty member 1968-69 academic year NDEA Media Institute, University of Bridgeport;

- part-time Assistant Professor, media courses, Southern Connecticut State College;

- Assistant Professor other colleges on extension and in summer, 1965 - ;

- member, DAVI Board of Directors, 1965-68, and of many DAVI committees;

- President, Connecticut Audiovisual Education Association, 1957-58;

- participant, Okoboji National Leadership Conference, 1965, '67, '68;

- contributor to Audiovisual Instruction, other professional journals.

Staff member: John J. Lauria

1. Training - BS, Southern Connecticut State College

- MA, Fairfield University, Fairfield, Connecticut

- 6th Year Prfessional Diploma, University of Bridgeport.

2. Current position - Director, Curriculum Materials, Trumbull, Connecticut, Public Schools

3. Prior experience - classroom teacher, Trumbull and Bridgeport, Connecticut, Public Schools

4. Activities relevant to function on institute faculty - organizer and instructor of in-service courses in media for Trumbull public school staff;
- President, Connecticut Audiovisual Education Association, 1963-65, member many CAVEA committees;
- participant, Okoboji National Leadership Conference, 1968;
- participant, NDEA EMS Institute, academic year 1968-69, University of Bridgeport
- author, "Using Films in Human Relations Education," written for Bridgeport Inter-Group Council

Staff member: Leo P. Rosenthal

1. Training - BS, Fordham University
-MA, New York University
- 6th Year Diploma, Fairfield, University

2. Current Position - Coordinator, Instructional Materials Center, Fairfield, Connecticut, Public Schools

3. Prior experience - classroom teacher, Fairfield, Connecticut, Public Schools

4. Activities relevant to function on institute faculty - Instructor, media courses, Fairfield University 1949 -;
- organizer and instructor, in-service courses in media for Fairfield public school teachers;

- President, Connecticut Audiovisual Education Association, 1952 - 53; member of many CAVEA committees;

- participant and committee member, Northeast Regional DAVI Leadership Conferences, 1959 - ;

- participant, Okoboji National Leadership Conference, 1961;

- contributor to CAVEA Bulletin, church publications, etc.

Staff member: Matthew Rudd

1. Training - BS, Southern Connecticut State College

- MS, Southern Connecticut State College

2. Current position - Librarian, Burr Farms Elementary School, Westport, Connecticut

3. Prior experience - college student

4. Activities relevant to function on institute faculty - member, library curriculum committees, Westport, Connecticut

- participant, NDEA EMS Institute, academic year 1968-69, University of Bridgeport

Staff member: David M. Silverstone

1. Training - BA, Lafayette College

- MA, New York University

- Ed. D, Columbia University

2. Current position - Associate Professor and Director, AV Center, University of Bridgeport

3. Prior experience - high school teacher, Brooklyn, New York

4. Activities relevant to function on institute faculty - instructor, University of Bridgeport media courses;

- consultant in media for Stamford, Connecticut, Public Schools;

- President, Connecticut Audiovisual Education Association, 1958-59; editor, CAVEA Newsletter and CAVEA Bulletin;

- member, Editorial Advisory Board, Audiovisual Instruction;

- author, Instructional Materials Primer, Planning for Instructional Materials, and contributor to AV Guide and Educational Screen and other professional journals.

All instructional staff members will be employed for varying lengths of time, on a daily basis, in terms of their particular assignments for the institute program. The public school personnel will act as cooperating teachers in the seven school centers for which they have authority so that the media aides-in-training may continue to work under their direct supervision.

Supportive Staff. In addition to the instructional staff named, there will be three persons hired to assume supportive roles. These include the following:

1. A project secretary will be employed for the equivalent of sixteen full weeks, four months total. This work period will include one-third time work during the 1969 spring semester, all of August, and one-third time work during the 1969 fall semester; and
2. Two laboratory assistants will be hired on an hourly basis for full-time responsibilities during the two-week phase 1 - On-Campus Training period, August 1969.

Facilities. The participants will receive training during the term of the project in three different locations on the campus of the University of Bridgeport and in seven school centers in area towns. These are described briefly.

1. College of Education Multi-Media Complex

This facility consists of three suites of two rooms each, one a classroom and one a combination booth-storage area adjacent to the classroom. Included within the complex is a video and audio distribution system, as well as a remotely-controlled rear-projection and audio play-back system located in the large group lecture hall of the complex. All types of audio-visual equipment items are available as well as videotape recording equipment and facilities for production of simple displays, graphics, and transparencies. All on-campus training, with the exception of that concerned with library techniques, simple photography, audiotape production and duplication, and TV studio work, will take place here.

2. University Audiovisual Center

Within the Center, in addition to the two studios and the control booth of the University CCTV system, are a classroom, and equipment lab for individual student use, two photographic darkrooms, three listening booths, a graphics center, preview facilities, and other areas for office and maintenance of program purposes. Television equipment includes a portable telebeam projector, eight videotape recorders, eight TV cameras with zoom lens and built-in monitors on tripods, a wide variety of microphones, two film chain systems with multiplexer, and other necessary TV equipment. This equipment and the TV studios will be used by the trainees when learning CCTV and videotape recording skills. Similarly, the darkrooms and all audiotape recording equipment for both production and duplication will be utilized when those aspects of the training program are being taken up.

3. Carlson Library

The day allocated for instruction in basic library competencies will be spent in the University library. Resources include an inventory which, by August 1969, will approximate 150,000 volumes, 10,000 pamphlets, and 2300 periodicals. Its reading rooms have a capacity of 420 students, it has nine listening booths, ten microfilm readers, a study room with typewriters available to all students, and equipment to photocopy material for their personal use.

4. Library Resource Centers

The Wooster Junior High School, Stratford, and the Burr Farms Elementary School, Westport, library resource centers will be used as on-location work experience centers for trainees. Each has an inventory of better than 10,000 volumes and large collections of other print and non-print materials. Facilities are present in each for reproduction of printed instructional material, for production of simple displays, transparencies and audio tapes. There is better-than-adequate space for traditional library activities and for work in the new technology. The Wooster Junior High School Library possesses a number of study carrels, wired for 4-channel reception of both audio and video signals.

5. School Media Centers

Each of the five system-wide centers -- Darien, Fairfield, Greenwich, Norwalk, and Trumbull -- where media aides-in-training will receive work experience has similar and different facilities. All are equipped to schedule, distribute, and maintain a central film library, to reproduce printed material, and to produce simple displays, graphics, and transparencies. All, except Trumbull, have superior facilities for

production and duplication of audio tapes, Darien and Norwalk have completely equipped CCTV studios to serve their school systems, these two towns, Fairfield and Trumbull have videotape recorder units for quick, on-the-spot recording, and Greenwich and Norwalk are recognized for their professional equipment for educational photography. Each center has a sufficient number of supportive personnel -- clerical and technical -- to help maintain it. All five centers are admirably suited to be work experience centers for the media aides-in-training.

Selection Procedures

Trainees will be selected from applicants by a committee composed of Dr. George E. Ingham, Project Director; Dr. G. E. Rast, Chairman, Department of Curriculum and Research; Dr. Harry Seymour, Chairman, Department of Elementary Education; Sidney Clark, Chairman, Department of Secondary Education; John Lauria and Leo Rosenthal, Institute faculty members. Persons whose application forms reveal highest qualifications in terms of the eligibility criteria will be chosen. Serious efforts will be made to encourage enrollment within the program of representatives from minority and culturally disadvantaged groups.

Guidelines to determine eligibility. The criteria to be followed by the Committee will require that the applicant shall:

1. possess at least a high school diploma or show evidence of equivalent experience as determined by evaluation by the Selection Committee;
2. have beginner's competency in typing skills or agree to enroll in a typing course during the term of the project;
3. display some elementary artistic and drawing skill;
4. submit a short letter or statement indicating his interest in and reasons for desiring employment as a paraprofessional in a school media program; and
5. submit two letters of reference from persons well-acquainted with him, attesting to his skill in interpersonal relationships, his desire for personal advancement, and his ability to work as a member of a team.

Final selection of trainees. The Committee will make its final selection of trainees from those demonstrating eligibility in terms of the criteria listed below:

1. balance in number of participants by sex and by background;
2. evidence of some typing competency or proof of obtaining this competency;
3. evidence of artistic and drawing talent;
4. indication of his ability to work with other people in a school media program and to profit from instruction for this purpose.